WELLESLEY NEWS

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A Picture Is Worth a Thousand Words

"Technically perfect," "the best thing I've ever seen here," "magnificent costumes" — these were among the student approval of the performance by Uday Shankar and his Hindu dancers in Alumnae Hall on Monday evening. The performance, provided by the Marjorie Copland Baum Fund, included a dance-drama, a love story with witchcraft and many traditional Indian dances.

Security Adds Men, Patrols Dormitory

Two security officers and three dormitory inspectors have recently been added to the College's nightly security operations.

The new security officers will patrol the back sides of the various dormitory groups so that the five "kiosk men" will always be available to let returning students into their dorms after 11 pm.

The duties of the dormitory inspectors are to check the public rooms in dormitories after parietal hours have ended. They will make sure all male callers have left, close windows and turn off lights.

Kinks

Both of these changes were innovated to help iron out kinks that have been discovered in the new night security system since it began operation this fall.

Charles Hapenney, Supervisor of safety and security, and Robert J. Schneider, business manager, reported these changes to a meeting of the Residence Committee last week. This newly-formed committee — which includes Mrs. Joan Melvin, dean of students, Mrs. Margaret Marsh, assistant dean of students, three heads of house, three house presidents and the chairman of the House Presidents Council — had called for a two-week examination of the security system in response to dissatisfaction expressed by students and heads of house.

"There have been constant changes and improvements in the small details of the system," explained Hapenny. "Before going on the job each night at 11, all the men check in at the security office for the latest instruction."

Less Wait

"The additional security men will allow the other five officers to remain in the general area of the kiosk and thus cut down the time students may have to wait to be let in," said Hapenny.

The five kiosks, painted in the class colors plus tangerine, are now permanently installed. Each has heating and a telephone, and short-wave radio sets for each are on order. Security officers will turn on the light in the kiosk when they arrive at 11 pm and turn it off when they leave at 7 am.

Just in Case

In case of trouble inside the dormitory, the security officer may be reached through the college operator, who will inform the appropriate security man as well as the cruiser officer.

"By having two men go into a dorm if there is trouble, we hope to avoid any prolonged confrontation say, with a boy who doesn't want to leave," said Hapenny.

Card System

Another change in the security system often proposed by students is the use of keys or IBM cards.

Schneider reported on his investigation of the coded plastic card system. There is one company which distributes such systems in the Boston area, supplying parking lots largely, as well as one apartment garage and several clubs. The system, which involves a small box and a wired lock, costs around $200 to install, and cards would cost around 70 cents a piece.

"One major problem with this system would be that we would have to call company service whenever there was a breakdown," explained Schneider.

Panel to Begin Sanctuary Debate

Has the time come for Wellesley College to provide sanctuary for a draft resister or an AWOL serviceman? That question will be raised at the Forum-sponsored open discussion "Sanctuary and the Academic Institution" next week. The program will be Mon., Oct. 28, at 8 pm in the Pope Room.

A panel representing a variety of viewpoints will introduce the discussion. Participants include Betsy Barbour '69, Ann Sherwood '69, Mrs. Elizabeth Conant, assistant professor of biological sciences, Mrs. Ruth Anna Putnam, assistant professor of Philosophy, and John Cooper, assistant professor of history. Moderator will be Paul Santmire, College chaplain.

Maybe Here

It is generally known that the question of sanctuary became an important possibility for Wellesley College a few weeks ago. News has learned that some students were contacted by members of the Resistance and asked to investigate the feasibility of allowing sanctuary here in the Chapel.

In an interview, however, Mr. Santmire stated that to the best of his knowledge, the College community is not now faced with a request for sanctuary. At the same time, he said, such a request is not unlikely, in view of the feeling of success generated by the recent Harvard Divinity School and Boston University sanctuaries.

According to the planned format for next Monday's program, each member of the panel will make a brief statement. Individual members will be free to direct questions to other members of the panel. The formal "panel discussion" will last about a half-hour, and open discussion will follow.

Both Mr. Cooper and Ann Sherwood have indicated that they will make statements opposing sanctuary. Mrs. Putnam and Betsy Barbour will speak in favor of the principle of sanctuary. Mrs. Conant, who was associated with the Cambridge Friends Meeting's program of "hospitality" for an AWOL Marine this summer, has stated that she now has certain major reservations against holding a sanctuary at Wellesley College.

Mr. Santmire hopes that the discussion will be able to touch on a number of the wider issues raised by the question of sanctuary. "It will be a pity," he said, "if we get bogged down on the questions of whether Wellesley College should offer sanctuary at this time, what that might mean for alumnae gifts, and other implications.

"There are many prior questions that have to be asked," he said. "Among them are: What is sanctuary? How is it different from 'hospitality' or 'symbolic sanctuary'? What is sanctuary intended to do? What does it in fact do? What are the long range goals? What are the political ramifications? Does sanctuary presuppose a committed religious community? In what sense can an academic community offer sanctuary?"

Mr. Santmire added that he would also like to see the discussion touch on "some of the broadest of all," the needs of society and the question of a higher law, the responsibility of the religious community in the social arena, and the responsibility of the academic community in the context of society as a whole.

Senate Defines Student Roles, Allows Funding

by Ann Sherwood '69

Student responsibility was assigned a quite definitive task at Senate's Tuesday night meeting in the Pope Room. "Get out your 'Break the Vow' Buttons," charged Hillary Rodham '69, CG President. "And talk with your faculty about the pass-nonpass proposal now before Academic Council. You have until 4:15 Thursday."

Lengthy discussion about the workings and the secrecy of Academic Council precipitated the directives. The question of the student role in policy decisions, as expressed in the revised list of proposals embraced by Wellesley students, was central to these deliberations. Senate moved that CG's faculty representatives to Academic Council move this Thursday for an abandonment of secrecy practices on issues that directly concern students. The faculty representatives present agreed to do so.

The second aspect of vital student responsibility takes form in financial support for initial recruitment activity that can begin during the Thanksgiving recess. Senate granted permission to Tina Jameson '70, Bursar, to solicit funds from the entire College community to finance this project.

Francille Rusan '69, noted that 30 girls had already indicated a willingness to serve as recruiters during the Thanksgiving break. Other students reported that Miss Alice Jean Burnett, Black Recruiter, and Miss Barbara Clough, Director of Admission, will work with and train the students.

The two-week funding drive will commence Monday, Oct. 28. Tina reported that SOFC has set no ultimate goal for the drive (see editorial p. 2), but that all money collected will be managed by SOFC as a continuing recruitment purse. Money raised will be used to pay only costs incurred in the recruitment process; it will not provide any salary for the volunteers. Chapel Organization, COWI, Ethos, and the Office of Admission will aid in the collection and administration of the funds.

Prior to this discussion, Nancy Scheibner '69, presented the student proposals to the President, Board of Admission and Board of Trustees, as revised according to student sentiment and vote. The proposals, with their revisions, will be printed in next week's News. The names of the coordinators of the various committees to be established to specify the action and scope of each proposal will be published in next week's issue of News.

Consideration of sophomore car permission was postponed until the next Senate meeting, Wednesday, Nov. 6. In addition to the six members of the Board of Admission, and the two Trustees who attended Tuesday's meeting, Hillary recognized Karen Duncan, NSA representative from Washington, D.C.

Karen noted "surprisingly un-

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RESOLUTIONS

Total number of students voting — 1052

Total number of students *for* resolutions and percentage of total

Admissions - 974	**92.6%**
Recruitment - 987	**93.8%**
Curriculum - 991	**94.2%**
Financial Resources - 964	**91.6%**
Scholarship Work Review - 924	**87.9%**
Faculty Salaries - 964	**91.6%**
Administrative Personnel - 845	**80.3%**
Summer Program - 982	**93.3%**
Publicity - 970	**92.2%**
Student Participation - 849	**80.7%**

Hard Sell

The insistence by students and faculty that the proposals of Oct. 15 be promptly translated into action has produced two immediate tangible results. Senate has authorized the Chapel Organization, assisted by concerned students, to conduct a fund drive for the purpose of financing recruitment by students. In addition, Senate has established individual committees to deal with the details and specifics of each proposal.

News hopes that this necessary committization will not undermine the campus-wide concern that has developed over the past ten days. We urge Senate to maintain the vitality and usefulness of these committees by asking for frequent progress reports, which should be publicized. And we urge committee members to reach out to interested groups such as COWI and to concerned individuals for consultation, research, and support.

News applauds the suggestion and authorization of a fund drive to cover the expenses of student recruiters beginning at Thanksgiving vacation. Ethos has already offered to recruit black students, and Miss Clough, director of admission, asks that any other students interested in recruiting in schools ordinarily not reached by Wellesley contact her. While it is particularly important to initiate this program at Thanksgiving, in time for the Jan. 1 application deadline, we would like to see recruitment by students extended to include long weekends throughout the year.

To ensure substantial response to this drive, we advocate an initial financial goal of $5000. To achieve this goal, we offer a three-pronged plan:

1—Senate should allocate $1000 from the Merging Interest Fund.

2—The *entire* college community should donate $4000, quadrupling Senate's allocation.

3—Additional funds to extend the program beyond Thanksgiving should be acquired through a sign-away dinner.

The importance of recruitment in time for the January deadline cannot be overemphasized. The emergency of this drive is evident. This is the first opportunity that every member of the community has had to act with conviction. We are asking for *your* contributinn.

Advise and Consent

As the prospect for a more flexible education at Wellesley increases, the need for more and better counseling becomes clear.

In the past, the College has attempted to provide certain official forms of counseling for personal and academic problems—class deans, psychiatrists, and department advisers for upperclassmen. But these means are not always appropriate for the needs of the student. For one reason or another, a girl may not get along with her dean, and she may not want to see a psychiatrist. Many freshmen have not had the chance to establish a personal rapport with members of the faculty. It is possible, then, for a girl to feel that all of these channels are closed to her.

We commend the fact that several new channels for counseling have opened up this fall. Half the freshman class have faculty advisers instead of a dean. The new Chaplain has an open-door policy for his office in Billings. The new House Associates system, though not intended as a counseling service, does provide a further opportunity for students to communicate with members of the faculty.

News suggests that the innovation in the freshman advisory system be expanded to include every freshman and sophomore. A class dean should also be available to these students. The need for better counseling is not confined to the two lower classes. Seniors cannot afford to wait until mid-November to discuss graduate plans with a Placement Office adviser. The Placement Office should expand its staff to include more than one graduate school advisor. A small counselor student ratio is a necessity for every class.

Open Letter to The Times

To the Editor:

A feature headlined "Issues, Not Clothes, Count With Students at 'Clinging Ivy League'" (Oct. 21, 1968) scarcely recognizes the ability of even one of the Seven Sisters to emerge from under the smothering ivy.

Not only has the story ignored Wellesley College (We are appalled!), it has perpetuated the revoltingly cute and socially serene image society editors have so long assigned to the Sister Colleges. It fails to look beyond the scrubbed faces and pierced ears to see, for example, Mount Holyoke's ABC program. And it never even looked to Wellesley's efforts at re-orientation.

It cites blonds and bustlines, dates and debs, without accuracy, and without any sense of the students as students or as committed individuals. To state that social commitment is "*slightly* higher" today betrays a head in the sand more befitting an ostrich than a journalist. Where was your reporter during the McCarthy campaign? Has she ever heard of something called draft resistance?

While many of the "issues" grasped by your reporter are current, it seems reasonable, from our world of blue jeans and gracious living, to assume that ears, curfews, liquour, and parientals are, as at Wellesley, simply take-off points—the rudiments of student power over student life, the impetus for student involvement in college affairs. And, for that matter, with the exception of the liquor question (we're going to school on Smith, there!), we feel justified in claiming that Wellesley girls have already moved beyond the immediate, convenient concerns covered in the society page feature.

Our sisterly affection wanes when we read of "minor turbulences," "PTA's" and "non-homogeneic conformity." And the fashion spread on page 52 might shame us all. Though our juniors were "Raisin Hell" instead of "Screwing Suburbia," we are sure reporter Marilyn Bender has again missed the point. (Who cares if Miss Libby's father is a policeman?)

A search for a bona fide hippie is as senseless as the insistence that all female students will soon be co-eds because Vassar is mending a broken Yale affair with overtures to Wesleyan and Williams.

If your reporter had been seen fit to discuss, not to mention visit, the other four members of the Heavenly Seven, she might have discovered a rather different orientation (albeit a cosmeticized one) at, for instance, Radcliffe or Barnard. We strongly suspect, however, that even at the lucky three she chose, her own mascara blinded her to the nature and depth of student activism, even on a traditionally non-seething campus.

We would have excepted such an article from the *Women's Wear Daily*. Not from the *New York Times*.

Yours truly,
The Wellesley News

The Reader Writes

Hidden Treasure

To the editor:

In response to the fourth resolution of the proposals set forth at the October 15th all-college meeting, the senior economics tutors will undertake an "economic analysis" of Wellesley College. Hopefully, this analysis will go beyond an auditing of accounts to consider the College in terms of total inflow and outflow of finances and to project the financial impact of varying factors now intrinsic to the definition of the College such as "private," "undergraduate," "women's," "1700 students," and "$3,100 fee."

This seminar investigation could become a project for the entire economics department as well as any other members of the college community concerned with trends in education and their economic realization. Suggestions or information may be directed to any of us or to Mrs. Carolyn Bell, director of the seminar.

In addition, at the department tea on Tuesday, a concern voiced by some senior majors sparked a student-faculty discussion of the department's policies and curriculum. May we encourage every department to do likewise. The Wellesley College Catalogue is our most widespread and most closely scrutinized publicity medium. Perhaps we can increase the appeal of the College by now manifesting our demands for excellence, flexibility, and increased attention on independent programs by making specific changes in the curriculum structure and policies advertized by our chief spokesman.

Sincerely,
Nonna Noto '69
Muffin Machmer '69
Ella Owens '69
Liz Rodgers '69
Crandall Close '69
Laurel Johnson '69
Carol Ebert '69
Donna Ecton '69

Still No Apples

Ed. note: This is an open letter to the faculty and News from the College Government Cabinet, written to follow up the News editorial of Oct. 17, 1968.

Who is responsible for change at Wellesley? We, the students, and you, the faculty.

We have made numerous substantive proposals for change and have mobilized student support. We are getting up groups of concerned students to study all aspects of the college, such as admissions and investments. We have promptly selected members to sit on the Structural Revision Committee, pending ratification by a referendum of the student body. We have expressed support for the Ethos proposals. We have shown concern for the direction of our education and our lives, and we are willing to make use of all possible channels to accomplish our goals. What has the faculty done?

We have acted publicly. Why has the faculty not eliminated a restrictive and dysfunctional policy of secrecy in Academic Council?

We ask that you pass immediately a motion providing for members of the CG Cabinet and the News staff to attend the meetings of Academic Council and to make public the subjects and substance of discussion, and for students to speak about the issues at hand through inclusion on the Council's agenda by prior request. Will Academic Council act on this matter?

We have not been consulted concerning the pass-fail proposal about which you will vote this week. Why does the faculty not find out how the students feel?

Most of the student body attended the all-college meeting on Tues., Oct. 15. Do the faculty members who desire change and who are concerned attend Academic Council?

The chairmanship of Academic Council is unchanging. Why are tenured members of the faculty not chosen for that position?

We want the Structural Revision Committee to meet soon to begin its vital work. Does the faculty?

We call your attention to Stanford University, where, according to **The Saturday Review** (Oct. 19, 1968, p. 70): ". . . students are now eligible to serve as voting members on Academic Council committees and can attend meetings of the Academic Senate when their committees' reports are discussed. Student members who disagree with committee recommendations can circulate written statements explaining their dissent and discuss these statements on the Senate floor."

We feel a sense of urgency. We have begun to act. Why has Academic Council not been exercising fully its power as a means of promoting the efforts for change at Wellesley?

We are prepared to act further. Are you?

Alum Response

To the editor:

My recent visit to the campus provided me with an opportunity to talk with some of you and learn of your activities. **You are great. You are exciting. You care deeply about Wellesley and want it to be the best possible educational institution.**

There are others who care deeply, too. Alumnae care deeply, and so do Faculty and Staff.

To seek creative change is desirable and a responsibility in which we all share.

There is an optimum rate of change which avoids **undue** disruption and turmoil. A balance between those who would change everything tomorrow and those who would change nothing ever must be achieved. Here the inertia of a large institution with its ballast of steady and ongoing activity, concerned with matters other than change, has a significant stabilizing influence. I might even suggest that the so-called "great gray mass" is not really indifferent to change, but simply more concerned with other matters or other changes. They, too, may be serving society.

There are jobs to be done, as well as change to be achieved. Students need time to avail themselves of educational opportunities. Faculty needs time to teach and to prepare to teach. Administrative

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Lefkowitz Report Urges Continued Education

by Betty Demy '69

"In our time it may be important to recognize that differences between men and women whether of nature or nurture, may be such that the education of able women should, in some respects, be different from the education of men precisely because they are women and not men.. . The line of education for women is quite different, and we will educate them differently, certainly for the professions, when we cease to think of marriage and the bearing and rearing of children as an interruption to a normal life design to recognize them as part of the mainstream to which education is also central. So a satellite college could experiment . . . with the education of women." (Esther Raushenbush, president of Sarah Lawrence)

Continuing Education

During the past summer, Mrs. Mary Lefkowitz, assistant professor of Greek and Latin, researched the possibilities for a continuing education program at Wellesley and recently submitted a nine-page memorandum of her findings to members of Academic Council, SEC and the Joint Committee on Educational Policy. "Considering the recent concern on campus about the direction of Wellesley's educational role today," noted Mrs. Lefkowitz, "this plan would have a definite relevance and could be implemented for 1969-70 with little additional expense to the College."

The proposals are three-fold: 1) that upper-level courses be opened to qualified women who wish training or retraining in a particular area on a part-time or full-time basis, when appropriate leading to an MA degree, in preparation for teaching or further study; 2) that all courses be opened to qualified women, without age restriction, on a part-time or full-time basis for the BA degree. This would include women with good credentials from any accredited academic institution, not just former Wellesley students coming back to finish; and 3) that these degree programs, along with the present Chemistry Institute, be grouped under one aegis, an "Institute for Continuing Education."

Limited Opportunities

According to the report, there are very limited opportunities in this area for women to pursue part-time courses of study in academic disciplines. Wellesley, by virtue of its location and orientation as a woman's college, could provide for such a program. In the Boston area, women interested in part-time study toward an MA degree could enroll, on a limited basis, at BU, Brandeis, which seems no longer to offer any part-time graduate work for credit, or Harvard, which caters to the full-time PhD candidate and which now limits the MAT program to exclusive specialties in science, language and history. Northeastern and Simmons offer limited programs, but the level of work at these institutions is probably not comparable to what Wellesley could offer.

"It is difficult to estimate how well a product will sell before it's on the market," said Mrs. Lefkowitz. "For the MA, the application statistics of the Radcliffe Part-time Graduate Fellowship Program give some indication. Inspite of limited publicity they have had over 80 applications in each of the two years they have been in operation. Of these at least 60 each year deserved serious consideration, but they could give awards to only a third. The question is, of course, would more be interested in graduate study if they knew we had something significant to offer?"

The report also details suggestions for implementing the program. Admissions could be screened by the Office of the Dean of the College, likely candidates introduced to the department for scrutiny, and selection made by the Curriculum Committee (or a special subcommittee) on the basis of department reports. For the women whose transcripts are out of date or relatively incomplete, it may be advisable to rely heavily on interviews and recent personal recommendations from non-academicians.

Not all women who apply will need financial aid, but those who will probably need not only reduced tuition but additional money to cover baby-sitting costs. If the number of participants justify, a nursery could be provided. Government funds might also be available for an experimental program.

Under the proposals, the requirements for the MA degree would consist of eight units of work, six at the 300 level, all eight in one department or up to four in related fields. Students entering a new field may need to take some 200 level courses in preparation. The standards for graduation would be a minimum B average, and a paper or qualifying exam could be required. The program would be flexible in its time limit, allowing students up to four years to get an MA degree. The BA requirements would be similar, allowing up to 10 years with a minimum of two courses per year for completion.

What can the program do for us? "In the largest sense," responded Mrs. Lefkowitz, "it can help bring us back into the picture of American education. Continuing education is a recognized need, and although opportunities for college-age students and working men and women have been increasing, too little is being done for the woman with family responsibilities.

'How It Is'

"The practical advantages of such a program might provide a chance for our students to see 'how it is'," she added. "I've talked at length about what we can do for these women but it's important to note that they can do something for us. Most of our students are deeply concerned about how they will manage to combine marriage with an active intellectual life. It would help to have some 25-35 year olds around who were going through the same educational struggles as undergraduates but had a greater maturity. A major trouble with the residential college system is that undergraduates spend too much time talking to and looking at themselves."

Now Speak Aloud

Trivia Hinders New Proposals

To the editor:

Our solutions to social problems are often hindered by our own personal problems. If our actions are affected by our psychological hangups, then our solutions to social problems are likely to be less than ideal. It seems to me that this sort of thing is affecting the present movement at Wellesley College.

For example, many students (and some faculty) wonder why they chose to come to Wellesley College, thereby isolating themselves from the reality of a society with two sexes, several races, and a multitude of socio-economic statuses. To some extent there is a rich-girl complex around the campus. "I have money and intellectual ability and here I am at a prissy girls finishing school. Why am I not at Columbia or Berkeley?" And so to assuage some of this guilt there are protests, threats of hunger strikes, and outraged editorials by the Wellesley News. And, of course, there may be other personal problems behind the responses of the college community.

As long as change is partly affected by these personal hang-ups, the solutions proposed are likely to be less than meaningful. There is likely to be an irrational and unhelpful atmosphere in which change can be discussed. As long as personal hang-ups intrude, nothing the administration proposes will satisfy the students and suggestions from the students are likely to arouse only anxiety and anger in the faculty. For example, no proposal from the administration would alleviate the guilt that perhaps partly motivates the protests. It is when these personal hang-ups intrude that Dean Melvin is accused of being racist and that faculty and administration become defensive. In these circumstances, I have little faith that the solutions proposed will be worth much.

The black students are the focus of the Wellesley College protest at the moment. They advocate things like more black students on campus. Will you feel less guilty if there are more black students like you around? You want others to make the same mistake? I worry about those prospective black students you want to enroll. They'd probably be much better off at some other university or school. Are you considering their needs? Or just your own feelings?

There is a demand for a black dean. How about a Jewish dean for the Jewish students and an Asian dean for the Asian students? Is that really the solution to the problems confronting Wellesley College?

Another feeling I get when I read the proposals before the college community is that there is no idea of what Wellesley College is and what it should be. Change is proposed but where do we want the college to move. What do we want it to become? As a group, the proposals have no sense of direction. The proposal regarding admissions asks for an unconventional admissions policy. How on earth can this be proposed in such a vague form until the community has decided what Wellesley College is to be? Is Wellesley to be an intellectual community of scholars, a social work school, an extension of Junior League, an institute for personal growth, a private psychiatric community, or a combination of these? Remember that if you want some of these perhaps you shouldn't be at a college and if some of the aims are worthwhile perhaps some of the faculty shouldn't be here either.

For example, nowhere in the proposals did I see any mention of the admission of men to Wellesley College: male students, male alcans, a male president. The basic isolationist aspect of Wellesley College remains unmentioned. Vassar is going to beat us to it. They admit male students in two years time while we are left with a token, inconvenient link with MIT.

If there was a sense of direction, a feeling that we knew where we wanted to arrive at, then proposals for change would be more easily formulated and they would be more meaningful when proposed: admission of men perhaps, replacement of the limited psychiatric service by a more extensive psychological counselling service (as at Brandeis University), several types of curricula (students who want to go to graduate school may need different curricula from those who want an education so that they can enjoy a fuller life when married to a Harvard Law School student — and I believe that there is a place for these latter students at a college), etc.

With this sense of direction, we wouldn't be bogged down with

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Curriculum Becomes Computerized

by Mary Enterline '70

"I've found the girls reasonably easy to teach once we became friends, once they believed that we weren't going to fail them, once they realized that they didn't need 19 years of math, and once they were no longer afraid of machines," commened Art Bushkin, instructor in computer sciences, who teaches Wellesley's computer course, introduction to Automatic Computation (Extradepartmental 110).

"The girls will learn how to program and use computer systems and how to solve scientific and non-scientific problems," he continued. "They'll also get a good feel for the functional design of large-scale computers. In general, the facilities and techniques discussed in class will be several years ahead of commercial machines."

Instead of the 20 students expected when the course was set up, the enrollment is 86, most of whom are art, political science, psychology, economics and history majors with a few mathematics, English, religion, and French majors. Bushkin attributes the paucity of science majors to the fact that the course's schedule conflicts with many science labs.

Bushkin gives the two lectures a week while three teaching assistants from MIT help him lead discussion sections. In addition, seven Wellesley undergraduates serve as on-campus consultants and assist in programming problems. "Their function," Bushkin explains, "is more important in view of the fact that the four instructors don't exist on campus."

Key-Punch

Girls punch cards on the two key machines in Wellesley's computation lab (the old statistics lab) in the basement of Green, and the cards are then transported to MIT where they're processed on one of the MIT machines. Bushkin plans to take the entire class for a tour and let them "play" with the MIT computer complex.

"We've tried to design this course for Wellesley interests," stated Bushkin. "At MIT we have at least six different introductory computer courses, but they're primarily oriented toward engineering and science. We've taken topics from many of them to provide a broader view with an emphasis on applications." Bushkin; one of the teaching assistants, John Coffman and a professor at MIT wrote the course textbook which is also used in one course at MIT.

Way of Thought

"The principal thing to be learned in this course is a way of thought," Bushkin noted. "Many Wellesley students found it difficult to synthesize abstract ideas."

Emphasizing that he attended MIT and has taught for three years, while he has been teaching at Wellesley only for three weeks, Bushkin observed that Wellesley students seem more prone to regurgitate material than to take it as exemplary of a way of thought."

"If you gave a difficult problem to a MIT student, he'd be mad," explained Bushkin, "but if you gave it to a Wellesley girl, she'd become frightened and think that she was going to fail."

Running the course on the same approach as a graduate seminar at MIT, Bushkin plans to explore many topics in class and expects each student to explore one topic in depth in a project. Between the late afternoon lecture and the evening discussion groups, Bushkin and the other instructors have dinner in a dormitory.

"We've gotten to know students more casually, although we don't spend all our time here," Bushkin noted. Maintaining informality in the classroom, the instructor and students call each other by first names.

Intellectually Speaking

"Personally," commented Bushkin, "I was interested to meet Wellesley girls intellectually; previously I had known them only socially. My reaction is that the interchange is probably a good thing. They're intellectually the same caliber as MIT students, and as an undergrad I would have benefited from just knowing them.

Bushkin admitted that the course is "time-consuming and conceptually difficult." "But," he noted, "we thing it's a fun approach to a fun topic, and it has the added value of giving the student a skill which may help her get a good job later."

ABCD

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'Happy Birthday to Jewett'

by Betty Demy '69
and Gail Marcus '69

Trustees, alumnae, administration, faculty and students met last Friday evening in Jewett for the social event of the season. As Jewett celebrated its tenth anniversary, several hundred well-wishers paraded about the galleries, more conscious of fashion than the "Fantastic in Art."

The performance was scheduled for 8 p.m., but the "guests of honor" lingered too long over dinner. Not until 8:30 did the orchestra section begin to fill. Views from the balcony provided a wide panorama of Trustees, special guests and members of the administration as they unhurriedly passed through the blue-satin ribbons into the auditorium.

When the last of the guests were seated, Miss Ruth M. Adams, President of the College, welcomed her guests, wished Jewett a "Happy Birthday" and thanked the Jewett family for the contributions to help ease Jewett's "growing pains."

Owen Jander, assistant professor of music, then entered and introduced his still-silent performers who had remained quiet until the fashionably late-comers arrived. The Dowd harpsichord and the Holtkemp positiv organ, both modern copies of older instruments, received the first introductions. Eva Murphy and Marg Ulmer, both '69, performed an excerpt from a sonata for two keyboards by Antonio Soler. Both gave a flawless performance despite a whimsical wind which blew away several harpsichord music sheets.

Jander demonstrated, in a classroom approach, the difference in personalities of the harpsichord and the clavichord. He played several chords on each instrument; the harpsichord sounded more dynamic, in contrast to the barely audible, delicate temper of the clavichord.

The Clementi grand piano, a restored 1830-5 instrument, starred in the next demonstration by Marg and Eva, who dexterously performed a excerpt from a pieee by C. P. E. Bach for harpsichord and piano.

Irene Wang '69 played the viola da gamba, an instrument she is just learning to play, with determination and a sense of humor. The viola, a six-stringed instrument with a delicate transparent sound, is from the Sprenger chest of viols, the last of the early musical instruments introduced in the demonstration.

Jander stressed that all the instruments are used in the classroom, and music students are encouraged to experiment with them. The effectiveness and success of the lecture demonstration was the result of the relaxed tone which put the audience in a music classroom.

The program continued with polished and studied performances by music students. Kim Ballard '69, the soprano soloist, Nancy Ballard '70, violin, Owen Jander, viola, Karen Sulzer '69 and Irene Wang '69, cello, performed three selections. Kim sang with great versatility, exactly interpreting the mood of each piece.

By far, the most successful performance of the evening was the Sonata for Violin and Piano in D Minor by Brahms. Kathleen Weld '68 gave an able interpretation on the piano, but the lithe and poised violinist, Janet Packer '70, charmed the audience with her spell-binding and artistic rendition.

Following intermission, Madrigals, under the direction of Virginia Blankenhorn '69, gave a lively and professional performance of "Heare the Voyce and Prayer of Thy Servaunts" by Thomas Tallis and "As Fair as Morn" by John Wilbye. Members of Dance Group seampered through three numbers, all choreographed by students. The most exciting, "Bumpin' On Sunset," was choreographed and daneed by Karyn Taylor '70. Her timing was superb, her movements were at once striking and elusive, almost slippery.

A reading of a scene from Ibsen's **Hedda Gabler**, directed by Susan Alexander '69, was the final act of the evening. Katherine Wright '71, gave a steady interpretation of Hedda Gabler, which was somewhat enhanced by the uncertain and rather expressionless performance of Lawrence Kasser, an MIT graduate student, as the judge.

The exhibit "The Fantastic in Art" which also made its debut on Friday presents an interesting grouping of unusual art. The works represent several periods and media. Included are Susan Kluver's **Flag with Medals** made from yarn, matting, and metal badges; the nineteenth century **American Advertisement for Gold Coin Tobacco**; Salzillo's wooden **Saint Teresa of Avila** from eighteenth century Spain; and

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Black Recruiter Clarifies Her Role, Board's Position

by Alice Jean Burnette
Black Recruiter

In the discussion period which took place in the dormitories the night following last week's all-college meeting, questions were raised relative to the special recruitment effort now being undertaken by the Board of Admission. It is the purpose of this statement to clarify the position taken by the Board and by me, and to correct misconceptions which may be prevalent.

It must be understood from the outset that my specific task of encouraging more qualified black girls to enroll at Wellesley is only one small part of a total effort on the part of Wellesley College. Its broader social purpose is to reach out to all of those echelons and segments of society which heretofore, and for various reasons, have not been reachable. It has become my responsibility to help Wellesley reach one of these areas. If it is done well, and communication channels are established between the black community and Wellesley, my job will become obsolete. Once the concept of Wellesley as an "open" college becomes established in the consciousness of the segment for which I am responsible, it will have the effect of showing other elements in society that Wellesley really does welcome applications from anyone who can measure up to the high level of performance which identifies Wellesley (whether this potential for performance and contribution is determined by "convential" or "unconventional" procedures).

The term "unconventional methods" is, of course, a relative one, and as applied to my job refers to those methods which are most successful in reaching the people I am specifically concerned with at this time. One of these methods involved the sending out of personal letters to a large number of black National Merit Scholarship Qualifying Test semi-finalists, inviting them to consider making an application to Wellesley in September, 1969. From this initial of 800 semi-finalists, who represent fifty states and some foreign countries, we should be able to find top quality, diversity, conventionally and unconventionally measurable potential, advantaged and disadvantaged—a top quality "mixed bag" group of college students.

Briefly, I hope and expect that the special recruitment effort will: 1) contribute to the diversity of the College by the addition of a substantial number of black students representing the various socio-economic levels. 2) expose the myth of "black" being synonomous with "lower-class" or "disadvantaged" by providing opportunities for white students to become acquainted with black students in social, as well as academic situations. 3) divorce the issue of "different criteria," "unconventional measuring devices" and "different standards" from the "black" issue, thus enabling the Board of Admission to have a less emotionally charged atmosphere in which to reappraise traditional methods of choosing students. 4) expose the myth which says that the introduction of the "black" factor automatically brings down standards. 5) convince the disadvantaged from every segment of society that there is opportunity and hope, and that Wellesley CARES.

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Pope Room Features Recordings

It is conceivable, though not likely, that a student could pass through four years at Wellesley without ever discovering where the Pope Room is. It is more conceivable, however, to graduate without ever knowing what lies within the room's locked cabinets.

Dirty books? Hardly. The Pope Room, the scene of numerous lectures and meetings, is the repository for the College's collection of non-musical recordings. It is located on the second floor of the library. Within the collection are tapes and records of plays, poetry readings and political speeches. Among the items one notes on browsing through the Pope Room's card catalogue are **Beowulf and Other Anglo-Saxon Poetry**, read in Old English; **Bernard Shaw Speaks**, "originally recorded from a short wave broadcast delivered in 1937;" Aldous Huxley reading excerpts from **Brave New World**; "The Atlantic Charter," a speech broadcast by Winston Churchill on Aug. 24, 1941.

Shakespeare Plays

Among other famous voices is that of Albert Camus reading his own works in French. There are recordings of Shakespeare plays in entirety, many of them read by John Gielgud. T. S. Eliot's **Murder in the Cathedral** is recorded as performed by the Old Vic Company. Also found in the card catalogue are listings of the Wellesley Collection: recordings of lectures given at Wellesley under the auspices of the Wilson Lecture Fund, a recording of the inauguration of Ruth M. Adams as president of the College on Oct. 14, 1966, and a record of **Infernally Yours: Junior Show 1954.**

The Pope Room serves as a multi-purpose room with facilities for audio-visual presentations and seating room for a hundred people. Two turntables are available, each with facilities for both records and tapes. These are equipped with earphones for both individual and group listening. A student proctor is on duty to assist students with the operation of the turntables. Listening hours are 8:40 to 6 weekdays, 9 to 12 and 2 to 5 Saturdays and 2:30 to 5 Sundays.

Formerly Pierce Room

Before the remodeling of the library ten years ago, the Pope Room was known as the Pierce Room. Named after the fourth librarian of the College, it was given by the class of 1891 at their twentieth reunion for the shelving of historical material relating to the College and for the use of faculty members.

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Muskie's Tactics, Politics Seen as Best of Campaign

by Susan Sachs '69

Last Monday night, Roberts Center Gym at Boston College was the scene of some old politics and some new. Before his introduction to over 4000 people crammed into the huge auditorium, Senator Edmund S. Muskie received a five-minute standing ovation from the highly partisan Democratic crowd, sprinkled here and there with McCarthy signs and a few reading "Young Republicans for Muskie." The Boston College Law Forum was sponsoring an "All for One" Night, and by the end of the evening, their theme had been taken enthusiastically under advisement.

After John Kenneth Galbraith had spoken in reserved praise of the Vice President and in praise of Senator Muskie, all to the theme of unity, the Maine Senator settled into a semi-formal, written speech. He talked about inequality in our society, the the front of the gym, carrying a Administration to correct the inequities; he talked about foreign policy. But it was not until a slight girl sitting on the floor at the front of the gym, earrying a "McCarthy - Conyers Write - In Campaign" sign, began shouting "What about Viet Nam?" that the old political style went out and the Muskie-politics came in. Her shout was echoed by some youthful cries from the back of the auditorium, and Muskie stopped his speech and looked hard at the young lady on the floor. Others in the audience loudly expressed their desire for the dissidents to remove themselves elsewhere, but Muskie, in a gesture reminiscent of his Washington and Jefferson College experience, invited the young girl to the podium.

She spoke for only two or three minutes, but her message has been heard throughout this campaign. She wanted to talk about Viet Nam, and she wanted some straight talk. She and the audience got it.

For fifteen minutes, Muskie delivered a forthright, off the cuff reply. He was in dead earnest, and for the duration of his remarks, no one moved. He began by "thoroughly applauding the course she has taken," remarking that some people find it easier to protest openly than others, but that some must choose another course. He spoke of a letter he had written to the President in January, 1968, asking for a bombing halt. He spoke forthrightly of his sincere desire to rid this country from the agony of the war, while reminding the audience of the frustrating complications inevitable in such a policy. And he condemned apathy as any kind of a solution, citing a theme from Dante: "The hottest places in hell are reserved for those who, in a time of crisis, preserve their neutrality."

Muskie's answers were no surprise. He said nothing which the audience had not heard. But it was the way he said it that hushed his audience and moved so many of them to his support. It was his willingness at the end of a fifteen-hour campaign day to take the time to bring dissident opinions to the floor that impressed the dissidents. And it was his unquestionable sincerity and honesty that brought back to his campaign the integrity and eandor that so many have, for so long, missed.

STRUCTURAL REVISION

Three seniors have been appointed by Cabinet to serve on the College Structural Revision Committee. Pending student approval, Kris Olson, Susan Graber ,and Jan Krigbaum will work as the student representatives.

Student Survey Shows Sympathies Vary With Knowledge of Proposals, Options

by Candace Fowler '71

How do Wellesley students feel about the various proposals for changing the structure of the College that have been suggested durlng recent weeks?

Before petitions were issued for signing, student views had not been measured. In a completely independent study, Denise Koen '69 decided to make a survey of student opinion on the issues under consideration. She spoke to 200 girls at the El Table on Wed., Oct. 9 following the first report of the May 8 Committee Oct. 7. After the Oct. 14 All-College meetlng at whleh the petition was discussed she again questioned 200 random students to determine whether the trend of opinion had changed.

Denise's first survey revealed a great lack of accurate information among students. At this time most of her questions concerned the original Ethos proposals of May 8. Most of the girls with whom she spoke had only a vague idea of last spring's demands. They generally felt, however, that Ethos had asked too much. Half the people did approve the spring demand of twenty black freshmen, while the other half felt that this and the figure of ten per cent suggested as a guide for future admissions might bring about a disagreeable quota system.

Black Recruiter Favored

Three fifths of the girls approved of a black recruiter, with some reservations. A large group contended that white students might somehow be handicapped in admissions. They also feared this would mean less aceeptances for girls from preparatory schools from which Wellesley has traditionally aeeepted several students. Eleven students felt that a change in admissions polley would lead to an inferlor student body and would signifieantly devalue thier edueation.

An Afro-American studies major was heartily endorsed by the majority of students polled, as was an Upward Bound program, although a few students felt that the latter would represent an expense the College could ill afford.

Second Poll Shows Changes

In the second poll, conducted on Oct. 16, students had a much clearer idea of the issues. In contrast with the nebulous opinlons of the first survey, girls were more willing to discuss the proposals and state their own evaluations. General approbation of the resolutions distributed at the meeting was evidenced, and the girls interviewed were very pleased with Miss Adams' declara tl willingness to work for change.

At this time almost no one in the survey objected to "unconventional" admissions eriteria, as this concept had recently been more clearly defined. Students now interpreted the proposed changes in admissions as allowing the acceptance of good students from inner city high schools who were capable of partieipating fully in the Wellesley program after at most a minuimum of remedial work to allow for inadequate pre-college educational opportunities. Only 14 girls questioned, however, approved of an admissions program favoring the student gifted in one area and very weak in others. The Black Recruiter now received almost full spproval, and the hope was expressed by many that simlar recruitment measurs be taken to attract more non-mi ddle-class white students.

Academic Leeway Favored

Everyone polled expressed support of more academic flexibilily, lneluding leaves of absence, optional pass-fail, and wider eross-registration possibilities.

Financial proposals r e e e l v e d somewhat less favor. Half the girls felt the student body should have no influence on salaries paid to faeulty members, while anolher fourth were indifferent. However, the 45 scholarship studeuts interviewed all felt that scholarship work should be revaluated and approved of an optional system.

Is Secrecy Valid?

Only seven girls wholeheartedly baeked the hiring of a black dean. Ninety others felt that this would only be an act of tokenism. Upward Bound still met with great approval, but many students expressed the opinlon that such a program was really the college's responsibility. Students, they felt, should only be asked to help financially as a last resort.

Opinlons on secrecy differed widely in the two surveys. In the first pôll a majority of students favored maintaining the secreey of Academie Counell,, whereas 150 of the girls in the second survey favored distribution of Academic Council minutes. About 70 girls in the second study suggested that there be student representatives on the Board of Admission, with full access to transcripts and other information, who would he required to make the same pledge not to divulge this information as regular Board members. Other girls felt they hadn't considered this issue enough to register an opinion.

The two polls and their results suggest to Denise an increased involvement on the part of students in the controversy over restructuring the Wellesley aca lemic eommunity.

Note: Figures used here are close approximations. People wishing exact figures or further information should eontact Denise Koen in Freeman.

CONGRATULATION

Nows welcomes nino freshmen to its reporting staff. Accepted as reporters on the basis of two try-out articles are Joanne Curtis, Karen Dubinsky, Peggy Mackiewiez, Martha Fattillo, Judy Piggins, Paula Silberthau, Sherry Stanton, Page Talbott, and Martha Wasson.

These new staff members will meet with the editors today at 4:15 in the News office.

For little evenings in town or country . . . a spirited suit with the great young look and accomplished tailoring of John Meyer. In Step Glen wool plaid with a contour back belt and an easy A-line skirt $46. The compatible pullover is softly tied and baby-buttoned and comes in fine-gauge lamb's wool $16. Both, in up-beat colors. At discerning stores.

JOHN MEYER. OF NORWICH

New 'Light Brigade' Charges, Realism, Satire Wounded

by Penny Ortner '69

"Theirs not to reason why,— Theirs but to do and die." For those of us whose knowledge of the Light Brigade is based upon this famous immortalization by Alfred Lord Tennyson, Tony Richordson's newest film is both exciting and unsettling in its interpretation. **The Chargo of the Light Brigade**, opening its reserved seat engagement today at the Cheri 3 in Boston, is, at once, a documentary and an extravaganza.

With a east of thousands and a multi-million dollar budget, Richardson strives to achieve the realism that made his eorlier films **A Tasto of Honey** and **Tom Jones** so unique. He has attempted to strip away some of the glory and pageantry of the Crimeon War, replocing it with a brutal, disturbing portrayal of war and a realistic picture of Victorian England. He has produced an historical interpretation of this romanticized event—a version that satirizes Victorian society, points to the disparity between the upper and lower classes, debunks the heroism of war, and tries to depict the tragedy and stupidity of war and the individuals who make war.

While Richardson's intent and interpretation are interesting ond promising, and while the end result occasionally fulfills this intent, the movie falls to succeed completely for a variety of reasons— the most important being that the film is at least 30 minutes too long.

The cast, in both reputation ond performance, is excellent. Unfortunately, in almost every ease, the actors are forced to portray simplistic characters. Trevor Howord, playing the arrogant, bombastic Lord Cardigan, is perfect as far as he goes. But in the cra of the complex psychological character, and in a movie that strives for absolute realism, a complete and simple fool becomes only a caricature, not a character. Lord Cardigan is not the only chorocter who is reduced to a caricature. Gielgud's Lord Raglan is totally inept, totoily indecisive, and totally unbelievable. Jill Bennett, as the lusty Mrs. Duberly, is hilarious as the wife of the paymaster, but she, too, is exaggerated to a cartoon character.

David Hemmings, as the arrogant, but competent, Captain Nolan, is likewise simplified to such an extent that he becomes the abstraction type. He is the obsolute contrast to the incompetent, oristocratic older officers who bought their positions in the ormy. He is capable, dedicated, and intelligent. Nolan is saved from being a complete caricature only because this ardent ond capable young soldier is, ironically, largely responsible for sending the Light Brigade to its doom. Actually, Hemmings does the best he can with an under-developed character and surprises those of us who were certain that he was type-cast ss the photographer in **Blow-Up**.

It is this characterization that prevents the movie from making its intended statement about war. The caricatures make a satiric statement about the ludicrousness, not the tragedy of war. This effect is furthered by the use of animation throughout the film. The idea of combining realism with animated cartoons is, in its conception, brilliant. Again, however, the ideo is not perfectly realized. Although the individual cortoons of the Russian Bear, the British Lion, the Queen, and the British Isles are pointedly satiricol and delightfully drawn, they are not sufficiently integrated into the whole. The end result is a somewhat segmented and hard-to-follow movie.

Although producer Neil Hadtley insists that **The Charge of the Light Brigade** is not intended specifically to satirize the Vietnam War, the parallels are too obvious to be occidental. And it's through these parallels that the satire is the most effective.

In addition to the animated cartoons and the parallels to Vietnam, Richardson employs another effective satirical device. He sharply contrasts photographically poverty and aristocracy, London ond the battle field, vitality and

(Continued on page 12)

David Hemmings plays the arrogant Captain Nolan who defies his incompetent superiors in The Charge of the Light Brigade.

Battle of Chicago: ACLU Presents Libertarian View

by Anne Trebilcock '70

Myrus, Donald. **Law and Disorder**. The Chicago Convention and its Aftermath. Chicago: American Civil Liberties Union, 1968. $1.00.

In a series of twenty-four articles, **Law and Disorder** presents "the civil libertarian view" of Chicago supported by the American Civil Liberties Union. Its contributors present clear summaries of the action inside and outside the convention hall, and occasionally offer insights to the motives of the participants.

The photographs are by far the magazine-size booklet's best feature. Aside from their obvious documentary value, the vicious expressions of the policemen's faces, contrasted to the demonstrators' bloody recoiling, serve as poignant reminders of the slaughter that was Chicago. Meshed artfully into the attractive format, they offer silent testimony to complement the articles.

Eyewitnesses

Divided into five sections, the first includes a summary of the week's events, and a biography of Mayor Daley. This is followed by eyewitnesses who offer personal experiences of several well-known people, commenting thus:

Arthur Miller: "Violence in a social system is the sure sign of its incapocity to express formally certain irrepressible needs . . . There were two Americas in Chicago, but there always are. One is passionately loyal to the present, whatever the present happens to be; the other is in love with what is not yet." Miller was a McCarthy delegate from Connecticut.

Hugh Hefner: "Last night I saw so-called Law and Order, without any consideration for justice or democracy. That doesn't separate us very far from totalitarian society . . . You don't really know what it's like until you are there and it happens to you."

James Cameron: "It took an especially American irony to bring an enormous convention of Democrats to a great city and simultaneously drive democracy from the streets . . . It took outstanding skill in alienation to turn an essentially tranquil and sanguine individual like me into one with a reluctant hostility toward a kind and generous people."

The Confrontation

He continues, referring to the hippies vs. the cops in Lincoln Park: "For a solid hour they faced each other, absolutely unaware of each other's identity as human individuals and nerve-rackingly conscious of impending conflict . . . It is really very sad living and moving in Chicago today. The city quivers with a kind of corporate bitterness I don't think I've ever experienced before."

In "The Citizens and their Police," Senator Woyne Morse of Oregon demeons the police brutality, saying, "We cannot learn the lessons of Chicago soon enough." A few pages later, "Educotion for Amateurs' offers conversational vignettes from the battle scenes.

The Press Reacts

The booklet cannot neglect the media, and it offers views from several Chicago newsmen, along with Huntley, Brinkley and Edwin Newman of NBC. Charles Van Doren suggests that the American press, "for the first time in yeors finds itself generally to the left of the majority of Americans . . . But, their only hope is to continue to tell it as they see it; for in the world many fear is coming, a free press would be the first casualty."

Attempting to end on an optimistic note, the booklet concludes with "The Politics of Hope," including on essay by Paul O'Dwyer, Senatorial candidate in NY which points out the gains made at the convention, as a springboard for continued electoral action. "I look to the future with greot hope. Repression is an admission that your ideas are more powerful than the forces that seek to beat them down."

Suggesting the formation of a new party, and reminding us of the lessons of Chicago, essays by I.F. Stone and Murray Kempton complete the series.

A Useful Briefing

The booklet suffers from an irregularity of writing quality in the different articles, but its overall impact is one of sensitivity and accurate historical summary. To those who were in Chicago, it will not offer much that is new; to those who weren't, it will serve as a reliable briefing injected with expressions of human feeling.

And, while it does not offer articles representing the far left or the police-administration interpretations, it does fulfill its intent: to present the civil libertarian view of the Chicago convention week.

O'Dwyer Campaign Seeks Students' Support; Sam Brown Spurs Drive in Philosophical Visit

In a plea for increased student support of the Paul O'Dwyer campaign in New York, Sam Brown, the former McCarthy National Youth Coordinator, told a small audience at Harvard last Tuesday that a massive canvossing effort would be the key to election success.

Brown, a young, affable former Harvard Divinity student, emphasized O'Dwyer's "long record of admirable behavior," while contrasting it with the purportedly less impressive one of his opponent in the Senate race, Jacob Javits.

O'Dwyer is one of several dove candidates endorsed by Senator Eugene McCarthy.

Persistent Liberal

Emphasizing O'Dwyer's longstanding liberal posture as a legislator ond lawyer, Brown recalled his defense of Sponish literacy tests and the Stuyvesant Town integration cases in the Supreme Court. O'Dwyer was also active in the South in the nineteen fifties, defending civil rights workers long before their cause grew into a popular movement.

Brown summarized O'Dwyer's strong union stance, along with his continuing concern for minority rights. He aided in running guns to Israel in 1948

Despite the strength of the candidate's character and positions on issues, Brown indicated thot the campaign is beset with many problems. Foremost is the lack of funds: financial support has been denied by the Democratic National Committee, as O'Dwyer refuses to endorse Humphrey for President.

In order to reach a sizable portion of the seven million registered voters in New York, O'Dwyer aides estimate thot they need 10,000 in-state students and 15,000 out-of-state students to canvass. At present, their number is a little over 5,000.

Organizing free weekend buses to New York for Harvard and Wellesley is Jim Thomnson, (491-0075). While Brown cited a recent CBS poll putting O'Dwyer only 3% behind Javits, Brown emphasized the need for "escalating the demond for work."

There is also concern for a last-minute split in the Javits campoign that could not be met by O'Dwyer's limited financial resources. When the pair ran against each other for Congress twenty years ago, Javits spread "O'Dwyer is a communist" literature throughout the state in the week before the election; a similar move is feared this year.

While concentrating on O'Dwyer, Sam Brown olso expressed some of his own politicol philosophy. "The goal is to get something done in this country," he explained, "and that happens sometimes to mean electing someone."

"The discussion should start with issues, snd not with the party . . . the party is a mode of expression, not a method of action, it seems to me."

Brown envisioned a coalition forming around issues, a coalition that might find the Democratic party the best instrument for change, but if not, would be willing to try something else.

He underlined the point that he did not mean creating a clique with the aim of taking over the Democrotic party. "Those people," he said, "will only become corrupted from power."

Emphasizing Issues

Voicing concern for the corruption so common to party officialdom, he suggested that "demands be made on them that are outside their role of being o good guy in the party." This would necessitate their being with the candidate on all issues, to ensure a strongly-based orrangement that could be moral as well as efficient.

In a similar vein, he named one of the best features in the McCarthy campaigns as the lack of worry of the candidate's selling out. "By the end, there was a certain mystique created about him."

Brown sees other positive results of the campaign. He remarked that Lyndon Johnson will soon no longer be President, and that we are now engaged in the Paris Peace talks. He also pointed to two cities, New Haven and Minneapolis, where the McCarthy organization had scored victories against the machine.

Fresh Faces Enter

Most important, however, was the morshalling of new talent into the political process. As a result of the McCarthy campaign, he reiterated, there are a lot of young people who now know how to organize and win.

On the subject of Chicago, however, Brown commented, "I came away from it disgusted." Directly after the convention, he began working for O'Dwyer in New York ond for Harold Hughes, o peace candidate for governor in his native Iowa.

When asked about his plans after November 5, he replied, smiling in his low-key manner, "I guess I'll think about that on November 6."

Proyecto Sees Changing Needs of Peru, Participants

by Sue Wing '71

"Our big pitch ought to be what we've done as a student organization," stressed Jan Krigbaum '69, at the regional meeting of Proyecto Amistad held this past weekend at Wellesley. Proyecto, founded two year ago by Jan and Dick Schillen, Wesleyan '68, is, according to the program brochure, "a non-profit summer program involving development projects in Arequipa and other parts of Peru." Since its founding, the program has expanded far beyond the expectations of its first organizers, and has done so at a rate which bears witness to the potential of student commitment to action.

Originally centered in Wellesley and Wesleyan, Proyecto this summer involved students from Harvard, Columbia, Barnard, Bennett, Johns Hopkins, Berkeley and Stanford. The students of Proyecto '68 had wide-ranging talents and interests; some had traveled a great deal; not all of them had studied Spanish before application. Coming from diverse backgrounds, 26 students were introduced to the common experience of Proyecto Amistad.

Realistic Approach

Realizing the need to avoid "importing great numbers of bright-eyed college students," the Proyecto staff emphasized the likelihood of hardship and frustration in the program. "If people expect a perfectly streamlined, tightly-run program," Jan pointed out, "Proyecto is not for them." This particular program, rather, has stressed flexibility and the rejection of a possibly restrictive structure. "We aim to open up to people a new experience," said Jan, "we want to make sure they have some idea of what it will be like before they make the decision to spend their summer in Peru."

Personal interviews with nearly all of the Proyecto applicants, and, later, distribution of reading lists and newsletters, began the orientation. Finally, last June 13-14, the Fletcher School of Law and Diplomacy, a division of Tufts University, was the scene of the Proyecto Amistad Conference and Training Session. Held in conjunction with the orientation for recipients of Latin American teaching fellowships, Proyecto was able to participate in much of their program. Proyecto, furthermore, could use the academic facilities of the Fletcher School to implement a full schedule of their own panel discussions, lectures, and seminars, on topics ranging from the political role of the Latin American University to the socio-economic aspects of Arequipa to the role of foreigners in national development.

Mind-widening Experience

In the end, however, the summer could not have been anticipated by any orientation. When approached with questions of evaluation, many of this year's participants, so full of new ideas and experiences gained during the summer, can say no more than "Great, really great," or "Well, it's the most wonderful summer I've ever had."

Orrin Baird, Wesleyan '69, explained, "It was an essentially personal experience. Everyone got something different from it... In any case, it's hard to express... For me, I guess, it was the experience of a totally new culture, a new people, a totally different way of thinking... I'd been to Latin America before, in Chile, with the Experiment in International Living.... Yes, of course, I was older on Proyecto... but, it was also a matter of the people, the people I met there, the people I traveled with . . . and, also, my reasons for going were different."

Striking Contrast

Arequipa, the Peruvian city of 200,000 on which Proyecto focused its attention, exemplified the social and economic chasm dividing much of Latin America. As Tom Wilson, Wesleyan '68, observed, "You'd see the International Club with its near-Olympic pool and then just below, Indian women washing their clothes in the river. The contrast was amazing." Proyecto participants lived with families who, by and large, represented the Peruvian middle class. "It was a real experience," observed Orrin Baird, "to live with these families . . . and then to work on construction jobs with people of an entirely different class, (and then) to walk in the barriadas and see real poverty."

Arequipa, especially the barriada, the impoverished neighborhoods on the outskirts of the city, presented demanding needs; Proyecto could only begin to answer these needs. This summer, for instance, Orrin Baird and Hatch Sterrett, Harvard '70, were assigned to construction jobs. Ruth Keedy, Wellesley '69, Mary Henry, Wellesley '71, and Ebun Ogunsanya, Radcliffe '70, were teamed with Peruvian social workers. Sue Baird, Wellesley '71, and Tamar Lewin, Barnard '71, taught in a school for the mentally retarded. Jimmy Gadsden, Harvard '70, Tom Wilson, and Cindy Elliott, Stanford '69, ran physical education classes in the barriada.

Expecting the Unexpected

After six weeks in Arequipa, the Proyecto volunteers traveled in Peru and Bolivia in "small groups, or alone; we switched groups a lot." Informality was the keynote; cattle trucks were often the most likely means of transportation, barns the most promising overnight shelter.

The unexpected was to be expected:

"Once our bus driver deserted us. They found him ten minutes later in the village, in somebody's house, I think."

What Next?

For the members of Proyecto '68, the summer was an unforgettable memory; for the Proyecto returnees at Wellesley last weekend, the future of this memory was of prime importance. The scope of the program had changed considerably over the past two years. A Proyecto summer and a term's seminar follow-up is now an accredited combination at Wesleyan. Proyecto's growth, however, had, from a practical point of view, taken it far beyond the range of two directions. This coming year, therefore, according to Ellen Hazelhurst, Wellesley '70, Proyecto will be working under a system of division of labor, with each member in charge of something. "For instance, I'm in charge of Peruvian families . . . someone else is arranging projects, another transportation, communications, finances, and so forth."

Out of the meeting last Saturday, however, came the decision not to change the general attitude of Proyecto. Significantly, Jan stressed, "The fact that applicants get a personal letter instead of a form letter is important in . . . helping them understand that the project's success depends on individual involvement and ideas."

Of the Proyecto weekend, Diane Edwards, Wellesley '70, said, "It was very encouraging. . . . I think we can do it!" If both the enthusiasm and the sense of commitment to social action evident then can continue to motivate Proyecto — who knows where the program might go?

Under the assumption of flexibility, Proyecto has been able to adapt to the changing needs of its participants and of Arequipa. Proyecto Amistad has shown that the concerted effort of committed students can make a difference. It's an idea to consider.

Crew Races Today Follow Four Weeks' Competitive Practice

by Judy Piggins '72

The annual Wellesley College Dorm Crew Race will be held at 4:30 p.m. today, Oct. 23, on Lake Waban. The four teams competing will have been selected from among six qualifying teams representing 12 of the 13 dormitories.

This year's qualifying teams were formed Oct. 8. Three dorms have put out full crews: Bates, with Therese de Saint Phalle as coxswain; Cazenove, with Sandi Servaas as coxswain; and Shafer, with Monnie Gores as coxswain. The remainder of the dorms represented have formed combined crews: Claflin-Stone-Davis, coxed by Claire Moore; McAfee-Freeman-Munger, coxed by Bethany Montgomery, president of A. A. Crew; and Severance-Beebe-Pomeroy, with Wendy Judge as coxswain.

Three Sessions

To participate in the dorm crew race a girl must have qualified by attending at least three A. A. Crew sessions, regardless of previous rowing experience.

After the crews qualify and organize teams, time-trial disqualifications are held.

Each team is required to submit a certain number of timed runs of the course to be used in the race. The four shells with the best times at the end of the qualification period are the finalists. These teams are the only ones to participate in the actual race. The finalist teams than have a week to practice before the race.

The course used in the dorm crew race runs a straight line from Tupelo Point to the swim dock near the boathouse, a distance of twenty-four hundred feet. Ben Lombard, the boatman, watching the race is the bathing is in charge of setting up the course and marking it out in lanes, a very precise process completed with the aid of compass bearings and surveying instruments.

The trophy for the dorm crew race is a sweep oar which is an exact scale model of the eleven foot oars used in the shells, hand carved by Ben Lombard. It is mounted on a pedestal on which are hung plaques telling the winning dorm(s) and the year. The trophy is kept by the winning dorm for a year, or shared among the winning dorms in the case of combined teams.

Reviewer Questions Function, Audience Of Record-American, Boston Newspaper

by Betsy Bowman '71

The Boston Record American, like any other newspaper, has the news. What it does with the news makes it a unique paper. To have New England's largest daily circulation, the Record American must rely on an almost sensationalist presentation of the news.

The front page of the Record American typically features an eye-catching headline, such as this week, "White Rejects Guard Call-up in School Unrest." This sort of headline is accompanied by one large picture, of usually a violent situation, though sometimes the picture is directed toward a more human-interest appeal. The front page of the Sept. 28, 1968 (for example) issue showed a hippie leader of a Boston rally against Humphrey — before and after a haircut and general physical cleanup which was supposed to mirror his new outlook on life.

Local News Prominent

The emphasis on news, in addition to violent and human accents, is also decidedly local. In the Top News of the September 25 issue, five of six items were concerned with events taking place in the surrounding area. For example: 1) "Bay State clergymen involved in draft record burning" 2) "Police kill two bandits, wound third in Providence bank holdup attempt" or 3) "Buckzo charges funds to aid aged patients at Foxboro misused."

The paper is also arranged so that interesting local news is prominent on the paper's first few pages. This arrangement is caused by the placement of articles on a page and the headline size. However, major national and international events are covered, if briefly.

In the headlines and in the articles themselves, it is primarily the Record American's brand of word choice that makes the tone of the paper sometimes seem unreasonably exaggerated. Headlines like "Dirksen Turns Back on Fortas" or "MBTA Debt now $215M, Alde Reveals" or "Shuns White House as Birth Site" lead the reader into a story which may sometimes continue this style of journalistic writing, but in all fairness, does not always do so.

The articles are almost consistently presented in a seemingly factual way. It is primarily the headline and bold breaks like "One Death" or "Throw Rocks" which emphasize the more sensationalist aspects of a story in order to draw the reader into an article.

Pictures, Arresting

The Record American also emphasizes people generally nationally unknown in its picture coverage. Almost every page has at least one such picture. This method creates human interest and promotes a sense of identification for the reader who can see that these people are "just like me." Pictures of a mother reunited with her lost four year old daughter or of a blind man with his new guide dog are heartwarming and interesting. The paper also features a daily picture page of photos of interesting, though perhaps not significant, people and events — for example, a shot of England's ideal barmaid.

It's hard to evaluate the paper's editorial position because its editorials are usually limited to two short and relatively simple suggestions or comments. On Sept. 28, the editors called for a financial freeze to stop the rising cost of living.

This lack of editorial emphasis is balanced by many features of all kinds which help the paper sell. There is a large TV, movie and entertainment section with articles on such people as Elvis Presley or Bill Cosby. There are recipes for housewives and hints for those over 40. The paper's pages are filled with contests, gossip, advice, and horoscope columns, fashion news, and Ripley's Believe It or Not. What may appear to be skimpy financial coverage is overlooked by a reader who finds 3 pages of comics and 12 sports pages in a 44-page paper.

These features do attract the reader — and many readers. But those who want less exaggerated news coverage, those who want intelligent in-depth news analysis, those who look to a paper for some definite editorial advice should ignore the Record American's captivating front page picture at the newsstand.

Vincent Haynes, director of the Roxbury-West Dorchester APAC Center, will speak on anti-poverty efforts in Roxbury on Mon., Oct. 28, at 4:15 in the Pope Room.

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Reporter-Author Documents Secret Stumbling for Peace

by Barbara Schiain

The Secret Search for Peace in Vietnam. By David Kraslow and Stuart H. Loory. Vintage Books. $1.95.

Somehow, the United States found itself in Vietnam — in a war that it did not want, fighting a battle it could not win, floundering in the seemingly bottomless morass of a sound war in Asia.

The Secret Search for Peace in Vietnam does not attempt to answer how we got there; it does, however, provide considerable insight into why we are still there. Authors Kraslow and Loory, two Washington journalists with the Los Angeles Times, have interviewed scores of officials to plumb the nether world of the credibility gap. And in comparing the Johnson Administration's publicly professed and pre-March 31 willingness to negotiate with the private record, they have unearthed the most frightening tale of mismanaged foreign policy since, if not before, Arthur Schlesinger's account of the Bay of Pigs decision.

Operation Marigold

Probably the most crucial episode is the opening one. On Dec. 3, 1966, Henry Cabot Lodge was in Warsaw, preparing to meet directly within two days, with a representative from Hanoi, after five months of delicate diplomatic efforts by a Pole named Lewandowski and an Italian named D'Orlandi. On that morning, a Washington official picked up a newspaper to learn that U.S. planes had resumed bombing the area around Hanoi for the first time in five months.

"'Oh, my God,' he muttered. 'We lost control'."

Marigold Is Dead

As might be expected, Lodge never did get to meet with his Hanoi representative, and the peace iniative named "Marigold" became only another file at Foggy Bottom.

Operation Marigold died because the President and his top civilian lieutenants had authorized the bombing some two weeks earlier, and then promptly forgotten about it, while the monsoon weather prevented any enactment of the authorization until that fateful Friday.

The Secrecy Bug

But in the more significant sense, Marigold died because only some half-dozen officials knew about it, and only one of those also knew of the bombing order. Marigold — and other initiatives like it — died because under the Johnson Administration, decision-making has been relegated into the hands of a very few trusted men, whose prime responsibilities and concerns are not with Vietnamese peace initiatives, and because no man can know, remember, and assess everything, least of all in a 24-hour day. And Marigold died because secrecy has become such a byword in Washington that it overshadows good government and sense.

Nor was Marigold an isolated incident. The authors proceed to outline cogently and dramatically about half a dozen others. The embarrassment of Harold Wilson and the casual treatment of U Thant are at least dismaying, if not downright shocking, and the others are just as revealing.

Whither Clumsiness?

If we were at times inadvertently clumsy, the reader cannot but conclude after a few hours with this gem of a book that the real reason we never negotiated until March 31 was because, quite simply, Lyndon Baines Johnson did not want to.

Keep that in mind after January, if Nixon or Humphrey or Wallace tries to tell you why the Paris talks are not succeeding.

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Cross-Registration Widens Curriculum

by Betsy Bowman '71

The first semester is well begun and the Wellesley-MIT exchange program for this year is also beginning to solidify into actual numbers and specific courses. Adhering to the general limits set by the trustees for this experimental year, 91 Wellesley students are presently taking courses at MIT this semester.

According to Miss Phyllis Fleming, Dean of the College, this figure is relatively set, although students may still drop courses. Since some students are taking more than one course, Wellesley students are enrolled in a total of 99 courses. Fourteen of these courses are on a graduate level.

Humanities Courses Most Popular

Of the 99 courses being taken by Wellesley students, 24 of them are in MIT's department of humanities. There are 16 students in architecture courses and 11 studying in the department of city and regional planning. However, the MIT humanities department covers a wide range of subjects. Typical courses in the department include "Twentieth Century Development and Totalitarianism," "Materials of Music," and "Biological Bases of Perception and Knowledge."

Interestingly enough, only 25 of the 99 courses are not in a student's major or a related field. Fifty-five of the 91 students taking courses at MIT are seniors, 21 are juniors and 15 are sophomores.

MIT Students Favor Wellesley Astronomy

According to Miss Fleming's latest figures, there are 84 MIT students taking courses at Wellesley this semester. They are taking courses in 18 of Wellesleys 25 (including extradepartmental studies) departments. Thirteen students, the largest single group, are enrolled in astronomy courses here. Ten MIT students are taking English courses; nine are studying in the history department. There is no MIT student taking more than one course at Wellesley, and most of the involved courses are outside of an MIT student's major area.

Miss Fleming said that so far almost all of the students in the exchange program are highly enthusiastic about it in all aspects. For example, Wellesley students are amazed by some of the graduate library collections. For those who want to take a course at MIT next semester, Miss Fleming noted that the deadline for registration has been changed from December 1 to January 10, 1969. This change enables Wellesley students to make use of up-to-date MIT catalogues and second semester class schedule. The only problem with the program that Miss Fleming is able to foresee right now is conflicting ends of the semester and the exam periods. MIT's second semester starts two weeks after Wellesley's and its exam period will probably run through Wellesley's semester break. Closer semester schedules next year could ease this difficulty.

British Jon Silken To Read His Poetry

The British poet Jon Silkin will give an open reading in McAfee living room at 7:30 pm. on Thurs. Oct. 31.

Mr. Silkin was born in London in 1930. He received undergraduate education at Wycliffe and Dulwich Colleges. After serving in the British National Service Education Corps., he worked for six years as a manual laborer in London. He was a Gregory Fellow in poetry at the University of Leeds, and graduated with first class honors in 1962. He has also been a lecturer at the University of Newcastle-upon-Tyne and poet in residence at Denison University in Ohio, and is currently teaching at an Iowa Workshop.

Mr. Silkin has published five books of poetry. The most recent are Nature with Man (winner of the 1966 Geoffrey Raker Memorial Award) and Poems New and Selected, which is available at Hathaway House.

Mid-terms and papers are coming up!
WELLESLEY GOURMET
is the perfect place to go for snacks, or perhaps a late lunch or early dinner. Make studying more pleasurable.
27 Grove St.—237-1450

The Reader Writes . . .

(Continued from page 2)

staff have urgent tasks requiring their attention. It is possible to exhaust or divert the energies of students, faculty and staff so that they are unable to carry out their primary responsibilities.

We all need to continue to talk to each other and seek better mutual understanding in order to achieve appropriate change. But we all have jobs to do and must not be diverted unduly from our primary tasks. We need to consider our own responsibilities and those of others.

The future of Wellesley is an exciting and challenging one, and we are all committed to it.

Carol Johnson Johns '44
A concerned alumna

Another Alum

To the editor:

Thank you all the girls at News for your hospitality this week. The alumnae have appreciated and enjoyed all these opportunities to talk with students. We have been left with the strong impression of your concern for Wellesley today and in the future.

And thanks also for your letter of Oct. 16 which was read to our Board. While there was general agreement that increased diversification should be given consideration, in this instance I believe it proper to write to you as an individual alumna.

As in communication between alumnae and students, the basic purpose of the Wellesley College Alumnae Association is to provide alumnae with an understanding of developments and changes taking place in all college matters so that, among other things, we can count on their continued broad interest and support. As a example, the theme of our Alumnae Council last April (attended by more than 300 alumnae from all over the country) was WELLESLEY TODAY. We heard talks by Hilary Rodham, Jane Canter, Fran Rusan, Marilyn Tamburro, Mr. London and others. This was an effort to keep alumnae informed of the changes at Wellesley and the concerns of the current undergraduate. It was thoroughly covered in the Alumnae Magazine.

Flattering as it is to think that students are curious about alumnae opinion, I must admit that these channels are not clearly defined. I understand that each dormitory now has a special Trustee who will eat with the girls and visit with them in an effort to have a greater exchange of ideas. And I can certainly say that our Board will make an even greater effort than in the past to meet with students when we are on campus because we have so thoroughly enjoyed being with many of you this week.

With Miss Clough saying that she would like students on the Admission Committee for policy decisions and with Miss Adams saying she would like the participation of Wellesley undergraduates in finding uniquely qualified students, it seems to me a start has been made toward some changes in admission policy. While I think there is already great diversification in the student body (an evidence of this was Friday night's performance at Jewett), the prospect of more variety would interest, and not disturb, me. But I would not want Wellesley to accept girls whose experience on campus would be difficult, joyless and frustrating because of the academic challenges; nor would I want any diminution in the meaning of a Wellesley degree.

The "Wellesley Image" can be all things to all people. To me it is well expressed on page 21 of the Wellesley Catalogue:

"Wellesley College believes that the study of the liberal arts develops perspective and intellectual strength for the endeavors of a lifetime. It seeks to give to the student broad knowledge of her cultural heritage and to develop her competence in and respect for disciplined, honest thinking. These purposes of the College have remained constant since its founding, while the particulars of its programs are frequently revised under the influences of the changing contemporary world."

I look forward to seeing you again when I'm on campus.

Cordially,
Nan Ellen Swansen '35,
President
Wellesley College Alumnae Association

Nix on Nixers

To the editor:

It greatly disturbs me to see well-educated people turn up their noses at and sneeringly refer to Republican presidential candidate, Richard M. Nixon, as "tricky Dick." Talking with many of such people reveals a terribly distorted idea of what he really represents. I submit that the Richard Nixon of 1968 is far more positive and mature than ever before. If you think he has changed in some ways, you are right; but, before you condemn him for blowing as the winds of politics dictate, remember the words of Everett Dirksen: "this is a dynamic economy . . . and sometimes you have to change your position."

Nixon's approach to the ghetto crises via such concepts as black capitalism and the national computer job bank is evidence of the positive leadership America needs so desperately. His silence on the Vietnam questions stems from his desire neither to impede the Paris peace talks nor to eliminate any alternatives he might have should he become President and thus privy to all the information which LBJ now has at his disposal. Finally, law and order are not being used as a front for racism; being anti-civil disobedience is not being anti-civil rights! A descent into anarchy does not alleviate the ills of a society — it only aggravates them more.

But wouldn't you rather hear for yourselves? Get the story straight, subject to no interpretations but your own!

Sincerely,
Ellen C. Carlson
Wellesley Student for Nixon

Confusion Dangerous

To the editor:

Whether or not academic excellence is a white middle class value is irrelevant. In my opinion it is a value well worth preserving and making available to all who can profit from it.

I regret to see that there are some students who are using the unassailable rock of racial equality as a platform on which to beat their anti-intellectual drum.

The confusion of high scholarly standards with racism is dangerous and destructive, and can in no way be of service to humanity.

Bernice L. Auslander
Dept. of Mathematics

One-upmanship

To the editor:

Concerning the review of "Rais-in Hell" — the line is "if Medusa so my self," and both it and the "more daily" line brought down the house at all three performances.

Perhaps this brings up our "batting average" a few hundredths of a point?

Sincerely,
Courage '70
Sloth '70
Chastity '70

Trivia . . .

(Continued from page 3)

fights over the number of pass/fail courses a student can take or whether a course should be called "The culturally disadvantaged child". The trivia would be more easily decided if there was an overall plan guiding us, and let us hope it is a rational plan.

David Lester
Instructor in Psychology

Lester Researches Suicidal Acts, Fear of Death

by Sherry Stanton '72

Death, and the psychology of death, are major interests of study to David Lester, instructor in psychology at Wellesley. He has already done a considerable amount of work in this field, and is presently planning to do further research in the area of death. "I'm fascinated by any aspect of its study," he said.

Lester's interest in this topic stems from a thesis he wrote on the subject of suicide while a graduate student at Brandeis University. Entitled "Suicidal Behavior: Agression or Hostility in Social Relationships?" it viewed the implications of suicidal behavior as an aggressive or hostile act directed against other persons. This work was followed by many published papers including "Suicide, Homicide, and the Effects of Socialization," "Sd cieluasan ; tion," "Suicide as an Aggressive Act," and "Note on the Inheritance of Suicide." With a varied collection of sources of data (college students, psychiatric patients, primitive societies), Lester sought "the motivations and things that suicide correlates with." It was then that "the fear of death' topic became prominent in his thinking. "With what does it relate or correlate?" he asked. "Is there in fact a distinct difference between the fear of dying and fear of being dead?"

Lester Questionnaire

These questions led Lester to devise a questionnaire dealing with various aspects of death. Of special interest to Lester was the attempt to correlate differences in responses among men and women, elderly people in stable and unstable environments, and other groups.

Often, Lester has met objections to his research gathering. College and university officials dislike the study of suicide on their campuses; it might actually provoke some students to consider or attempt suicide.. Even among mental institutions, there is resistance from the people in authority. However, patients welcome discussion on death and suicide. Especially when speaking with old patients with whom the subject had been specifically avoided, Lester said many state "for the first time I've been treated as a human being."

When permission is granted for research studies, Lester is invariably limited in his manner of approach. Only certain questions may be asked, and they rarely are as direct as he would prefer, "I suspect that at Brandeis, now, I wouldn't be able to repeat my studies." Regardless, he feels there is an inevitable need for continued research in this area.

Johns Hopkins University has begun a post-doctoral course entitled "Suicidology" that Lester is considering taking. In Boston, a special service, RESCUE, allows persons who are on the verge of attempting suicide to call a telephone number where psychologists are on duty for their assistance. As Lester notes, "It is becoming a less taboo topic than it was."

Ethical Problems

Lester explains the serious ethical problems that also arise in his research. Often I will take a group of coded student responses, and see that for instance a student had recently attempted suicide. I suspect that somewhere someone may be asking for my help. Does this person come to me or do I seek him? It's a question of ambiguous communication. I don't know how to react."

"Before I did any research I was not aware of the issues; now I am aware, but I haven't resolved them." Presently writing reviews and critiques, Lester has had 18 articles published in national journals during the past year. He may incorporate much of this into a book. "The thought is still in my mind — maybe next summer," he comments.

Bennington Students Thwarted; Need More Than Equal Power

Ed. note: The following is an excerpt from The Williams Record, Oct. 11, 1968.

Despite its much-disussed reputation, Bennington offers a unique approach to student government and one whose potential would appeal to the most radical of Columbia demonstrators.

The key is that what is called student government at most schools is called Community Government at Bennington. Not only the students, but the faculty and administration take part.

For problems that affect only one group, each constituency acts as a unit, but for issues of concern to the whole college community, the college's constitution has established institutions for the exchange of views and the whole college takes part in arriving at a final decision.

Men in Rooms

The controversy over having males in dorm rooms . . .is a good example of how the system works. The resolution of the issue also illustrated its weaknesses and initiated current attempts to change it.

. . . The faculty and administration decided that the men-in-rooms proposal was not just a student problem, but a school-wide one. This meant that in deciding the issue, each constituency . . . would vote as a unit.

Students Outvoted

Although three-fourths of the student body voted in favor of the proposal, Robin Walker '70, co-chairman of the student's executive committee, said that the plan "was squelched in due constitutional process" by the administration and the faculty.

As a result, she said, "The students now feel that in many matters now vital to students, they can rely on being the third constituency, always being squelched by the other two."

On Curricula

Another source of dissatisfaction with the system of community government is the frustration many students encounter in trying to influence the faculty's educational policy. Although the school's annual budget must be approved by a vote of the students, many complain that the Faculty Educational Policies Committee (FEPC) has been unresponsive to some of the less orthodox student proposals.

"One of the problems with community government," said Bingham House Chairman Pat Barr, is that "it takes a helluva lot of time. It could work, but the problem last year was that it got bogged down in red tape."

Self-Study Week

In an effort to reform the governmental system and raise it from the depths of disregard into which it had degenerated, several proposals, still to be enacted, were made during the Week of Self-Study which preceded the opening of Bennington this fall.

Drawn up by the Self-Study Committee, the statement proposed two major constitutional revisions, designed to give students a greater voice in educational policy matters and in college matters as a whole.

First, the Student Educational Policy Committee, which previously played only a peripheral advisory role in educational policy should join with the FEPC into one committee meeting weekly, they said.

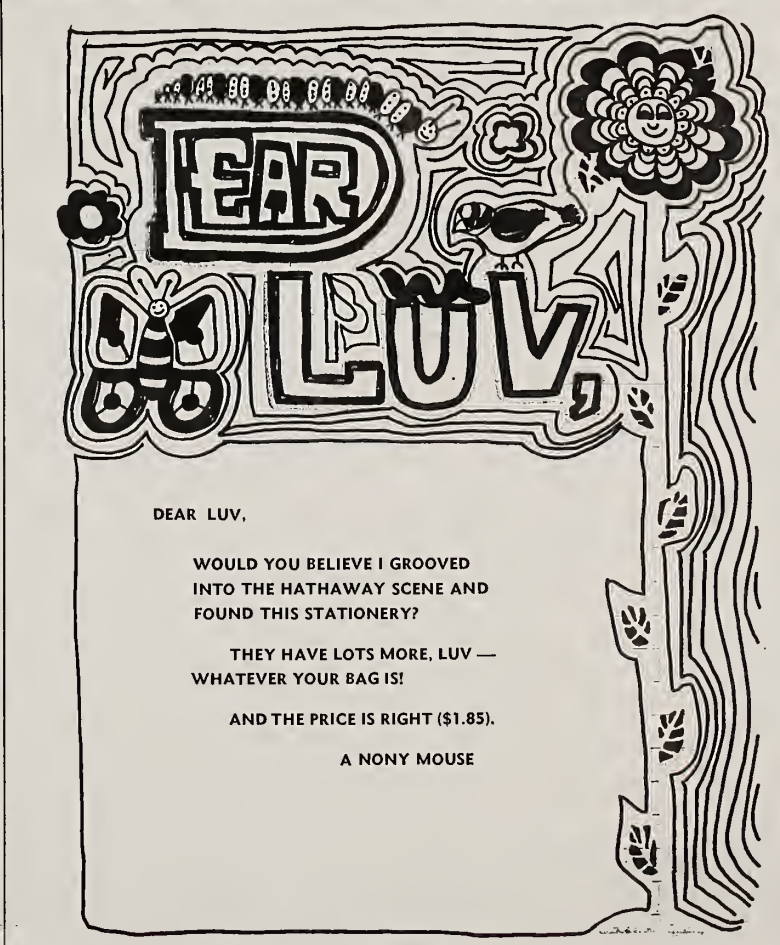
Half Power to Students

Second, a Community Council should be formed whose function is to make general proposals for legislation by the college. The number of students on the Council should be equal to the combined number of administration and faculty members, they concluded.

Before these proposals can be actually instituted, they must go through a long process of constitutional revision. It will be several months before they will begin to function; . . . there is a wide difference of opinion as to whether the recent proposals will be effective in increasing the responsiveness and efficiency of the system.

One student asked, "How much change can there be in student government when trustees and the President have vested interests and can't be moved?"

For Robin Walker, the men in rooms issue "pointed out where the Community Government doesn't work, and it doesn't work in the interests of the students."



Delegate Explains Newly-Formed Dual Role of NSA

by Elizabeth Stowe '70
Guest Reporter

Wellesley College is a member of the United States National Student Association. What this means, and why this should matter, are two primary concerns which we, as Wellesley's delegates to the 21st Annual Congress, hope to clarify in some measure this year. The importance of a greater understanding of NSA among Wellesley students, and the significance of membership is especially acute this year, because one of the issues which is foreseast for the 22nd Congress is that of membership: who, exactly, should belong to NSA? Because we feel that such a decision should be made responsibly, on the basis of knowledge, we are attempting to "talk NSA" around this school year, factually and interpretively. Our delegates next summer should be prepared to speak in a representative manner for this campus, this unit of NSA membership, and therefore we want to explore the issues now.

It is the dual corporation of USNSA which reflects in a working manner the primary interests of the organization, focusing and clarifying its concerns beyond the Preamble's generalities.

The two thrusts of major concern to member student bodies—education programs, experiments, studies on the one hand, and political-social expressions of concern on the other—have action-oriented facilities within this "national union of students." The NSA is a corporation that may lobby for legislation, and otherwise engage in partisan political activity, except backing political candidates. The National Student Institute, tax-exempt, may accept tax-deductible grants from foundations and the government for developing programs out of non-political NSA Congress mandates. When a student body votes membership in USNSA, then, it automatically joins both corporations.

The focus of NSA is on the educational sphere, as it has been in the past before the dual incorporation made political activity legally possible. Student services, job finding service, tutorials, research projects such as the Student Stress work done under a grant from the National Institute of Mental Health, drugs studies (also NIMH), a literacy project (New World Foundation), Education Advancement Fund (Ford Foundation) are among these activities. Wellesley plans to use NSA research facilities in working up a Teacher-Course Evaluation this year.

At the same time, there is a need for a broad interpretation of one of the basic premises of NSA, that "students in institutions of higher education have a legitimate concern with all issues which affect them in their roles as students."

The two roles overlap, of course, in areas such as "guaranteeing to all people, because of their inherent dignity as individuals, equal rights and possibilities for . . . education," and in the maintenance of "academic freedom, academic responsibility and student rights."

As far as support of NSA policies, statements, and programs goes, the Constitution states that "membership in USNSA should not necessarily be interpreted to imply agreement with policies of the National Student Congress [the annual meeting], the National Supervisory Board . . . however, member student governments should make every effort to participate in the decision-making processes of the USNSA and support its policies and programs to the extent of their agreement with them." The general suspicion that a large organization such as NSA somehow makes decisions and judgments not in line with what the grass roots membership wants is, in the case of NSA, a result of a lack of knowledge.

In the controversial political-social realm of NSA operation, a further check on the expenditure of staff time and funds in political lobbying was imposed through a constitutional amendment stating that the national officers could work politically on a maximum of five issues each year, those issues and positions to be determined and renewed each summer at the Congress. Regions—New England, for example, or Missouri-Kansas, Great Southwest, or Michigan—may decide for themselves the number and nature of political, educational, or social issues in which member schools wish to invest regional effort. National staff may also aid regions or individual schools without restriction.

A central fact of NSA operation which in a sense brings all of the program and policy activity down to earth—with a thud!—is that it is limited financially. Money sources are constantly being explored; but the present state of funds means that on important issues, NSA may be able to do little more than convey the attitudes of its member schools on a particular matter.

The relation of this local campus to the national organization, to the philosophy of student power as defined and supported by the National Student Association still remains, and we hope will become more defined as this year progresses.

Urban Society Lecture Series To Begin With Speech on Anti-Poverty in Roxbury

Speaking on the "Anti-Poverty Efforts in Roxbury," Vincent Haynes, director of the Roxbury-West Dorchester APAC Center, will open this Urban Society Lecture Series, Mon. at 4:15 pm in the Pope Room.

Stephen London, assistant professor of sociology, and the Urban Affairs Group will co-sponsor the lectures which will be given every Monday in the Pope Room.

Closer to City

"The series has two purposes," London comments, "one, to attempt to bring the College closer to the city, to bridge the social distance between Wellesley College and the inner city, and two, to allow people to address themselves to issues I feel I can't cover in my class, Sociology 220, Urban Studies."

"For example," he continues, "Mr. Haynes can give a more thorough and objective analysis of anti-poverty efforts in Roxbury than I can, and Mr. Brown, the second speaker, is addressing himself to an area in city planning in which I have no background."

Although the lectures revolve around subjects in Sociology 220, Mr. London emphasizes that each session is voluntary and open to the entire College community. Students can eat dinner with the speakers in Bates Seminar Room if they contact London or Laura Stieg '70 in Munger.

Don R. Brown, architect with the Boston Redevelopment Authority, will present a slide-demonstration on "Conjunction: The Relationship of Visual and Non-Visual Aspects of Urban Design" on Nov. 4 at 4:15 pm.

Social workers and welfare recipients from Boston will participate in a panel discussion on the welfare crisis at 7:30 pm. Nov. 18. On Nov. 11 and Dec. 9 representatives from Boston Model Cities and Opportunities Industrialization Center will speak. Times and places will be announced at a future date.

In the last lecture of the series on Dec. 16 at 7:30 pm, Seymour E. Lavitt, chairman of the Capital Region Planning Association in Hartford, Conn., will speak on municipal planning.

PRESS BOARD

Lillian Miller '69 student director of publicity asks that all students interested in working on a student-run public relations board contact her in Severance.

Students on this committee can anticipate writing press releases and articles about Wellesley for both national and local media.

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Debating Team Places Second

One MIT and three Wellesley students, jointly representing the two schools, returned with a second place trophy from the 8th Annual Rosemont College Debate Tournament in Philadelphia last weekend. Rosemont was the first college tournament for all four debaters.

Debating for the newly-merged team were Conor Reilly MIT '72, and Gail Russell '72, (negative); and Sue Chan '71 and Barbara Baumberger '70, (affirmative). The topic was, "Resolved: That executive control of United States foreign policy should be significantly curtailed."

This is the first year that Wellesley has had a debate team. MIT Debate Society is providing sponsorship and support for the Wellesley students who are participating.

Barbara Baumberger, speaking for the Wellesley half of the team, said, "We are hoping to follow this initial success with more in the future. As one debater at the tournament put it, the Wellesley girls are 'roses with thorns.'"

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Eye-witness Describes, Analyzes Revolutionary Events at Sorbonne

by Francoise Gresser,
Director of the French Center

Yes, I followed and approved of what was going on at the Sorbonne. I did not participate in the barricade fights for family reasons and also because so far I am an advocate of non-violence. During those nights the police used to throw lachrymogene bombs and would take students to jail for the nights in paniers a salade (slang word for police trucks). Of course, this took place in the Quartier Latin.

I participated in the study committees of the Sorbonne English department. Each certificate, that is to say each course, each year of study was examined and was discussed by the students of that particular year of course. In English, we were fortunate enough to have a lot of professors on our side. Mr. Las Vergnas who is now chairman of the humanities faculty in Paris would come in occasionally, Mr. Marienstras who spent a few years in the French department of Wellesley College and is another professor of English, gave them advice and expressed their positive suggestions. Mr. Culioli, a linguist, gave himself entirely to the cause, even taking his wife and teenaged children to some of the student-worker demonstrations. On the other hand, Mr. Mayoux, quite an authority on Blake, did not once enter the Sorbonne at that time and defended his position in a note to the Figaro. Even on television, an interview of professors leading a student march along the Boulevard Saint Michel was to be seen. The International was widely sung in the streets.

I only followed part of a walk late one afternoon at a time Cohn-Bendit had been forbidden to re-enter France after talking in Germany. The French government did not want him within our country any more. Therefore, the students organized a street demonstration starting from the Fontaine Saint Michel and one of the rallying shouts was "We are all German Jews". Students and professors were all together, grouped generally by department. People were advancing by rows, each member of the row holding two persons by his arms. It was impressive to walk along in this crowd, without knowing exactly where one was going. Many people went around Paris with a transistor radio near their ear, events happening at such a speed that you had to listen to the news hour by hour to be well informed. After "participating" in this "manif", for a while, participation and manif, i.e. demonstration, being two of the key words of the events, I went home to learn that "outrages," a word used first by the conservative people to describe the opposite side, the enraged ones, to learn that they had gone as far as the Assemblee Nationale. Some student leaders had been able to discuss with some members of the Assemblee Nationale, the latter ones having taken the trouble to come down from their sacred dungeon. Anyway Cohn-Bendit was allowed to come back.

In the Paris events, there was certainly a mass element of reaction and public expression but what mainly struck me was the community feeling suggested. Workers had come to the Sorbonne, had gone through the doors of this sacred place which never in their life they would have thought of contemplating. Some workers even made speeches there within the large amphitheatre, facing Bossuet and Fenelon's statues. If they were grey-haired, the students would first record shutting at a grey heard, but then the warm voice, sincere words spoken in a Zola way would immediately raise a great surge of enthusiasm and fraternity. Perched on one of the amphitheatre benches, lost in the crowd of spectators, but mainly participators, I had the feeling I was living a serious and grave hour. The French Revolution of 1789 could not have created more emotion. The great principles of the French Republic seemed to be alive. Again flags appeared everywhere, so many tricoloured flags, but also red and black ones. There were some set on the Sorbonne, the Odeon, the Beaux-Arts. The School of Fine Arts was publishing caricature posters of De Gaulle and the Police, in large quantities. Those posters were stuck here and of course mainly on the left bank, the bastion of the French revolt.

When I left in the first days of July, the Sorbonne was closed. Its doors were occupied by the police carrying weapons. Most of the other schools which had been debathing the study centres were in the process of being closed. This attempt at a revolution might be a failure as such, but I have hope the government will take some step towards a new system of education and some general change. Anyway the students are now aware of their strength and they will not be fooled by kind words which would not be backed by some will at action.

Senate . . .

(Continued from page 1)

democratic" practices in the workings of Senate and Academic Councils as she understood them. She reminded the 200 students and faculty present of the necessity of making channels open and effective if those channels are to be used, commenting on the "whisperings" and a "reluctance to stand up for what you believe in," that she sensed during the meeting. Hillary thanked Karen for her observations, and noted, however, that "at least we have the whisperings this year."

Jewett . . .

(Continued from page 4)

Anthony Regnier's cartoon depictions of the parts of speech from nineteenth century France. Other high points of the show include drawings, etchings, lithographs, and paintings by Munch, Klee, Redon, Daumier, Leger, Sigmund Abeles, Max Klinger, Rodolphe Bresdin, and several oriental artists. The exhibit also contains manuscripts from several centuries which, like the rest of the works, emphasized the grotesque and the fantastic. Every piece seems to show the individual and unique fantasies of the particular artist, while at the same time, these very diverse views are tied neatly together by the atmosphere of the collection as a whole.

Charge . . .

(Continued from page 6)

death. The photography, in general, is magnificent—ranging from impressionistic to realistic.

One concludes, a bit sadly, that while the intent was exciting and the fulfillment at least courageously attempted, the necessary characteristics of the exlravaganza defy the realism sought by Richardson and his combination of technical innovations distorted his own interpretation.

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There will be a recruitment meeting for the Winant Volunteer Program of summer social work in British cities (London, Glasgow, Manchester, Liverpool). The program, which runs from mid-June to early September with two to three weeks travel time, is a unique community service experience. The London director will be in the Recreation Building Lounge on Mon., Oct. 28, at 4:15. For further information call Jean Terrell, Bates; Mimi Ellis, Bates; Linda Smith, Shafer; and Ann Hughey, McAfee.

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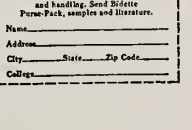

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